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ABSTRACT

This document is designed to be used with the "Users' Guide". It is written for practitioners who are interested in meeting the federal regulations governing the evaluation of Title VII projects but do not have evaluation training. Six types of bilingual projects are required to fulfill the evaluation requirements specified in the June 19, 1986 Bilingual Education Regulations (Sections 500.50, 500.51, 500.52): (1) transitional (basic) projects; (2) developmental (basic) projects; (3) special alternative instructional (basic) projects; (4) academic excellence projects; (5) special population projects; and (6) family English literacy projects. Part 1 of this document is a copy of the June 19, 1987 evaluation regulations. Each requirement is presented again in part 2, followed by recommendations of what Title VII grantees should do to satisfy the regulation. Suggested evaluation activities are briefly described. (SM)

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Abbreviated Recommendations For Meeting Title VII Evaluation Requirements

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ABBREVIATED RECOMMENDATIONS FOR MEETING

TITLE VII EVALUATION REQUIREMENTS

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TABLE OF CONTENTS

		Page
Introduction		1
Part 1.	Regulations for Title VII Evaluations	2
Part 2.	Recommendations	
	Section 500.50(b)(1)	7
	Section 500.50(b)(2)(i)	8
	Section 500.50(b)(2)(ii)	9
	Section 500.50(b)(2)(iii)	12
	Section 500.50(b)(2)(iv)	15
	Section 500.50(b)(3)	16
	Section 500.51(a)	18
	Section 500.51(b)	19
	Section 500.51(c)	20
	Section 500.51(d)	21
	Section 500.51(e)	22
	Section 500.52	23

INTRODUCTION

This document is an abridged version of Volume I of the Bilingual Education Evaluation System *Users' Guide*. It is written for practitioners who do not have training in evaluation but who are interested in meeting the Federal regulations governing the evaluation of their Title VII projects. Six types of bilingual projects are required to fulfill the evaluation requirements specified in the June 19, 1986 Bilingual Education Regulations (Sections 500.50, 500.51, 500.52): transitional (basic) projects, developmental (basic) projects, special alternative instructional (basic) projects, academic excellence projects, special population projects, and family English literacy projects.

Part 1 of this Abbreviated Recommendations is a copy of the June 19, 1987 evaluation regulations. In Part 2, each requirement is presented again, followed by our recommendations on what Title VII grantees should do to satisfy it. Suggested evaluation activities are described only very briefly. For this reason, persons who will actually conduct the evaluation should read Volumes I and II of the *Users' Guide*, and if necessary, seek assistance from their regional Evaluation Assistance Center.

PART 1

Subpart F: What Evaluation Requirements Must Be Met by a Recipient?

§500.50 What evaluation requirements apply to a grantee?

(a) This section establishes a comprehensive design of the general evaluation requirements and standards that a grantee funded under programs authorized under part A of Title VII must meet in carrying out an annual evaluation of a project which provides instructional services to limited English proficient persons.

(b) A grantee's evaluation must comply with the following requirements:

(1) A grantee's evaluation design must include a measure of the educational progress of project participants when measured against an appropriate nonproject comparison group.

(2) A grantee's evaluation design must meet the following technical standards:

(i) *Representativeness of evaluation findings.* The evaluation results must be computed so that the conclusions apply to the persons, schools or agencies served by the projects.

(ii) *Reliability and validity of evaluation instruments and procedures.* The evaluation instruments used must consistently and accurately measure progress toward accomplishing the objectives of the project, and must be appropriate considering

factors such as the age, grade, language, degree of language fluency and background of the persons served by the project.

(iii) *Evaluation procedures that minimize error.* The evaluation procedures must minimize error by providing for proper administration of the evaluation instruments, at twelve-month testing intervals, accurate scoring and transcription of results, and the use of analysis and reporting procedures that are appropriate for the data obtained from the evaluation.

(iv) *Valid measurement of academic achievement.* The evaluation procedures must provide objective measures of the academic achievement of participants related to English language proficiency, native or second language proficiency (for programs of developmental bilingual education), and other subject matter areas.

(3)

(i) A grantee's evaluation must provide information on the academic achievement of --

(A) Current participants in the project, who are --

(1) Children who are limited English proficient; and

(2) Children whose language is English; and

(B) Children who were formerly served in the project as limited English proficient, have exited from the program, and are now in English language classrooms.

(ii) This information must include--

(A) The amount of time (in years or school months, as appropriate) the participants received instructional services in the project, and as appropriate, in another instructional setting.

(B) The participants' progress in achieving English language proficiency and, for programs of developmental bilingual education, progress in another language; and

(C) The former participants' academic progress in English language classrooms.

[Authority: 20 U.S.C. 3243]
(Approved by the Office of Management and Budget under control number 1885-0003)

§500.51 What evaluation information must a grantee collect?

In carrying out the annual evaluation under §500.50, a grantee shall collect information on--

(a) The educational background, needs, and competencies of the limited English proficient persons served by the project;

(b) The specific educational activities undertaken pursuant to the project;

(c) The pedagogical materials, methods, and techniques utilized in the program:

(d) With respect to classroom activities, the relative amount of instructional time spent with students on specific tasks; and

(e) The educational and professional qualifications, including language competencies, of the staff responsible for planning and operating the project.

[Authority: 20 U.S.C. 3243]
(Approved by the Office of Management and Budget under control number 1885-0003)

§500.52 What information must a grantee report to the Secretary?

A grantee shall report to the Secretary annually, the information collected in §500.51 and an evaluation of the overall progress of the project including the extent of educational progress achieved through the project measured, as appropriate by--

(a) Tests of academic achievement in English language arts, and for programs of developmental bilingual education, second language arts;

(b) Tests of academic achievement in subject matter areas; and

(c) Changes in the rate of student--

(1) Grade-retention;
(2) Dropout;
(3) Absenteeism;
(4) Referral to or placement in special education classes;
(5) Placement in programs for the gifted and talented; and
(6) Enrollment in postsecondary education institutions.

[Authority: 20 U.S.C. 3242]
(Approved by the Office of Management and Budget under control number 1885-0003)

PART 2

Requirement: [§500.50(b)(1)]

A grantee's evaluation design must include a measure of the educational progress of project participants when measured against an appropriate nonproject comparison group.

Recommendations:

- Use the gap-reduction design to measure the educational progress of project students relative to one of the following two nonproject groups:

  - the nonproject grade mates of the project students.

  - the 50th percentile of the national norms (requires the use of a standardized achievement test).

  The gap-reduction design is described in Volume I, Chapter VII of the Bilingual Education Evaluation System *Users' Guide*. Computer software is available to perform the calculations. Manual computational procedures are presented in Volume II of the *Users' Guide*, Appendix H.

  - Pretest late entering students as near to the time of their entry as possible.

  - Posttest students you know will be moving away as close to their departure date as possible.

  - If fewer than 90% of the students served have both pre- and posttest scores, describe how those students differed from those students with complete data.

Requirement: [§500.50(b)(2)(i)]

The evaluation results must be computed so that the conclusions apply to the persons, schools or agencies served by the projects.

Recommendations:

- Consider that all students who participated in the project for 100 days or more were served by the project.

- Make an effort to collect data from all project participants (and non-project comparison group students, if any). Schedule some make-up tests for participants who were absent when the pre- and or posttests were administered.

Requirement: [§500.50(b)(2)(ii)]

The evaluation instruments used must consistently and accurately measure progress toward accomplishing the objectives of the project, and must be appropriate considering factors such as the age, grade, language, degree of language fluency, and background of the persons served by the project.

Recommendations:

- Select achievement tests that match your curriculum.
  - Use standardized achievement tests whenever possible.
  - Examine candidate tests for a match with your curriculum on an item-by-item basis. Categorize each item as (a) having been previously covered, (b) to be covered in the coming year, (c) to be covered in following years, or (d) not in the curriculum.
  - Select any test in which at last 30-40% of the items match your curriculum (category b) and some items fall into categories (a) and (c).
  - Use subtests alone if this improves the match with your curriculum.
- Select tests with appropriate difficulty levels. If you have not used the test before, use your own judgment or administer a "locator" test to determine its difficulty. After you have administered the test, you can use the results to determine its difficulty level.
  - **A test is too difficult** if any student does not know the answer to a single question.
  - **A test is too easy** if any student knows the answers to all of the items.

If the test is too easy or too difficult, you should correct the problem with **functional level testing**, i.e., testing students at a level dif-

ferent from the one the publisher has assigned to their grade.

You can administer a lower level at pretest time and the recommended level at posttest, if this solves the difficulty problem.

If your test is too difficult, you can also correct the problem by **modifying the test.**

Keep changes to a minimum.

Appropriate changes include clarifying test instructions, extending time limits, and replacing words or phrases that are unfamiliar to students and that are not relevant to the content area being tested.

If you modify a standardized test, use the same level for both pre- and posttesting, and don't use the test results for assessing students' status in relation to the norm group.

If you modify a test, keep the modifications the same for pretest and posttest.

- If you do not have the flexibility to select an appropriate achievement test, you should still review the test you will use both for curriculum match and for difficulty level. Describe your findings in your report.

- Coach students in test-taking skills. Do as much of this as possible before the pretest.

- Avoid developing a new test without the help of a testing expert. Conduct an item analysis of any test you develop.

- Use multiple measures whenever possible for **documenting project impact.** Check to see if scores from:

  - project entry and/or exit tests,

  - state or district testing programs, and/or

- teacher-made tests

tend to confirm or conflict with the results obtained from your primary evaluation instrument.

Requirement: [§500.50(b)(2)(iii)]

The evaluation procedures must minimize error by providing for proper administration of the evaluation instruments, at twelve-month testing intervals, accurate scoring and transcription of results, and the use of analysis and reporting procedures that are appropriate for the data obtained from the evaluation.

Recommendations:

- Every year, train test administrators to:
  - Follow written instructions exactly at both pretest and posttest times.
  - Note student behaviors during testing which indicate invalid test scores (e.g., illness, copying, random or pattern responding).
- Avoid stakeholder bias. If possible, use data collectors, processors, and analysts who do not have an interest in the success of the program. If stakeholders are used to conduct the evaluation activities, remind them that, with annual data collection, one year's posttest is the next year's pretest.
- Prepare students for testing.
  - Tell them where, when, and why they will be tested.
  - Encourage parents to make sure students are well rested the night before and have a good breakfast on the day of testing.
  - Give practice tests and/or teach test-taking skills.
- Prepare the testing setting.
  - The space should be clean, quiet, and large enough to provide ample space between students.

- Desks or tables should be large enough to hold booklets and answer sheets.

- Use the same testing space for both regular and make-up testing.

- When using standardized achievement tests, test within two weeks of the test's norming date.

- Make sure scoring and score conversions are accurate.

  - Use a machine scoring service if possible, particularly if you need score conversions. Clean answer sheets before having them scored.

  - If scoring is performed by hand or answers are transferred, have a second person check for accuracy on a random 5% of answer sheets. If an error is found, check all sheets.

  - Check a random 5% of scores again after data are entered into the computer or onto data summary forms.

- Discard invalid data. Data may be judged to be invalid if:

  - "Problems" were observed during testing.

  - Students did not follow the testing instructions.

  - Scores are extremely high or low in comparison to the average group performance.

- In **analyzing test results,** follow prescribed procedures exactly.

  - Use medians rather than means if there is evidence that tests were too difficult or too easy.

- **In reporting results**, be sure to describe any unusual events or circumstances that may have affected test results.

Requirement: [§500.50(b)(2)(iv)]

The evaluation procedures must provide objective measures of the academic achievement of participants related to English language proficiency, native or second language proficiency (for programs of developmental bilingual education), and other subject matter areas.

Recommendations:

- Use appropriate tests to measure achievement in different subject areas.
  - Measure proficiency in English with tests written in English.
  - Measure proficiency in L1 with tests written in L1.
  - Test non-language academic subjects in the language of instruction, unless students are dominant in English.
- When testing in L1, you should attempt to locate a published test. If none can be found, translating a test of known quality will usually be preferable to developing a new test.
- Use objective measures of academic achievement such as standardized achievement tests. Do not use subjective measures such as a teachers' ratings of student performance.
- Make sure the assessment instruments, data collectors, testing settings, and data collection procedures are the same at pretest and posttest times.
- Standardize administration procedures for tests that come without prescribed procedures.

Requirement: [§500.50(b)(3)]

(i) A grantee's evaluation must provide information on the academic achievement of:

(A) Current participants in the project, who are:

1. Children who are limited English proficient; and
2. Children whose language is English; and

(B) Children who were formerly served in the project as limited English proficient, have exited from the program, and are now in English language classrooms

(ii) This information must include--

(A) The amount of time (in years or school months, as appropriate) the participants received instructional services in the project, and as appropriate, in another instructional setting;

(B) The participants' progress in achieving English language proficiency and, for programs of developmental bilingual education, progress in another language; and

(C) The former participants' academic progress in English language classrooms.

Recommendations:

- For both current and former project participants, report:
  - the number of years or school months they received instructional services from the project.
  - The number of years or school months they received instructional services in another instructional setting (e.g., mainstream class, migrant program, Chapter 1).
- For current project participants, report:

- progress (preferably gap reduction) in achieving proficiency in English (usually reading readiness or reading, although oral language proficiency, writing, or other language arts skill may sometimes be more appropriate).

- for programs of developmental bilingual education, progress in L1 language skills.

- For former project participants, report progress in English language classrooms--preferably using gap-reduction measures.

  - Rank order students on the basis of their classroom grades at the beginning and end of the year to see if former project students are falling behind, keeping pace with, or catching up to their mainstream classmates.

  - If scores are available, compare former project students' performance on district administered tests to that of their mainstream classmates.

Requirement: [§500.51(a)]

A grantee shall collect information on the educational background, needs, and competencies of the limited English proficient persons served by the project;

Recommendations:

- Collect information on project students'
  - age.
  - grade level.
  - first language.
  - ethnicity (language group).
  - language used in the home.
  - proficiency in L1 (including literacy, if appropriate).
  - proficiency in English.
  - socioeconomic status (e.g., participation in National School Lunch Program.

Requirement: [§500.51(b)]

A grantee shall collect information on the specific educational activities undertaken pursuant to the project;

Recommendations:

- Collect information on:
  - subject areas included in project instruction.
  - major curriculum objectives.

Requirement: [§500.51(c)]

A grantee shall collect information on the pedagogical materials, methods, and techniques utilized in the program;

Recommendations:

- Collect information on:
  - key instructional features.
  - project materials different from those used in mainstream classrooms.
  - percentage of instructional time devoted to English language arts
  - percentage of instructional time devoted to L1 language arts.
  - instructional areas taught in L1.
  - length of time students are expected to remain in the project.

Requirement: [§500.51(d)]

A grantee shall collect information on...the relative amount of instructional time spent with students on specific tasks;

Recommendations:

- For each major curriculum objective, collect information on the hours per year at each grade level devoted to the objective.

Requirement: [§500.51(e)]

A grantee shall collect information on the educational and professional qualifications, including language competencies, of the staff responsible for planning and operating the project.

Recommendations:

- Collect information on the:

  - academic preparation of each staff member, including level of education and credentials and certificates.

  - teaching experience of each staff member, including years of experience in monolingual and in bilingual classrooms.

  - language abilities of each staff member, including languages understood and spoken, degree of fluency, and whether English is spoken with a heavy accent.

Requirement: [§500.52]

A grantee shall report to the secretary annually, the information collected in §500.51 and an evaluation of the overall progress of the project including the extent of educational progress achieved through the project measured, as appropriate, by--

(a) Tests of academic achievement in English language arts, and for programs of developmental bilingual education, second language arts;

(b) Tests of academic achievement in subject matter areas; and

(c) Changes in the rate of student--

(1) Grade-retention;

(2) Dropout;

(3) Absenteeism;

(4) Referral to or placement in special education classes;

(5) Placement in programs for the gifted and talented; and

(6) Enrollment in postsecondary education institutions.

Recommendations:

- To test academic achievement in English language arts, standardized reading readiness or reading tests should be preferred. Oral language proficiency tests or other language arts tests may be used if they provide a better match to your curriculum.

- Measure academic achievement using more than one type of test. If possible, report student progress as measured by standardized achievement tests, teacher made tests, and curriculum unit tests.

- Nontest data, like test data, must be collected on a before-and-after basis (or early during the students' project participation versus later). Data on low frequency events (e.g., placement in programs for the gifted and talented) may require pooling data across years in order to make reliable assessments of change.